BANGLADESH STUDIES

> **Paper 7094/01**
> **History and Culture of Bangladesh**

Key messages

Candidates should read the questions carefully, noting the section of the syllabus and the date range of the question.

Candidates should choose questions where they can answer most of the question parts and should not be put off by a short-answer question that they cannot answer. Question **parts (b)(ii)** and **(c)(ii)** should be the basis of such a selection.

Questions asking for one answer but which have two marks should be answered by giving additional features of the answer that address the question.

Question **parts (b)(ii)** require analysis. Candidates should find factors in their knowledge and develop at least two that answer the question. Explanations should be detailed.

Question **parts (c)(ii)** require answers that consider both continuity and change, explain both, and reach a judgement about 'how far' or 'to what extent' there was change.

General comments

Candidates overall seemed to be well prepared for the examination. Most candidates gave correct answers to the multiple-choice questions. Short answer questions asked for a specific answer with some additional information that still addressed the question. Many candidates did this very well, using appropriate and supported information to keep their answers relevant to the question. Some weaker responses added an example to a brief answer which did not address the question. A few candidates' responses featured lengthy descriptions that were less relevant and could have been improved with more focus on the parameters of the question.

To give a strong answer to **parts (a)** and **(b)(i)** questions candidates should demonstrate detailed knowledge of the factors that are asked for and should be specific to the topic or dates given. They should focus on the topic of the question, avoiding detail that does not fit into the questions.

Question **parts (c)(ii)** saw most candidates accepting the root of the question, but few challenged it to find balanced explanations of either continuity or change. The development of answers sometimes showed a lack of understanding of the context around the question and sometimes showed confusion about the timings of key events.

For strong answers to question **parts (b)(ii)** and **(c)(ii)** candidates should apply their knowledge to answer the questions. These are questions asking for factors to be analysed, and, in the case of **(c)(ii)**, evaluated as to the extent of continuity or change. Many candidates could have improved their responses by justifying their conclusions in these answers.

There were very few rubric errors, and very few candidates did not complete the examination. All four of the optional questions were found attractive by candidates.

Comments on specific questions

Question 1

This was quite a popular question. Answers to the **part 1(a)** questions showed good knowledge.

In **Question 1(a)(iv)** the word 'resource' caused difficulties for a few, but most candidates identified correctly one of cotton, muslin, silk, tea, indigo dye, jute, etc. with some supportive reasoning about quality, lack of availability in Europe or value to a nation's trade.

Most candidates were able to accurately state at least two points about the 1784 India Act when answering **Question 1(a)(v)**. However, candidates should read questions carefully. This question was testing the structure of governance, and some candidates missed this aspect in their responses.

In **Question 1(b)(i)**, candidates mostly showed good and varied knowledge of architectural features (e.g. multiple domes of various sizes), with many candidates developing their answers appropriately with development. Some responses could have been improved by focusing on developing the identified factor.

Many responses to **Question 1(b)(ii)** were well organised around key factors: developments by Mughal rulers that were intended to support trade, or to display love of art or authority, or to give support to their societies.

Question 1(c)(ii) prompted mostly descriptive answers about the different dynasties that ruled over Bengal. A smaller number of candidates successfully reflected on how, at a local level and for at least part of the period, rule stayed the same under local guidance (i.e. identified continuity).

Question 2

This was also a popular question. Answers to the **part 2(a)** questions were widely known, but some candidates confused the late nineteenth-century attitudes and expectations of the parties in these questions with mid-twentieth-century attitudes and expectations.

In **Question 2(b)(ii)**, Sir Syed Ahmad Khan's education policies were most often explained as having a positive impact on relations between Muslims and the British. Some demonstrated knowledge of his writings to promote understanding and reduce tensions. A few candidates understood how he, as a role model, promoted better relations between the two parties.

There were many very well explained answers to **Question 2(c)(ii)**. Clear examples of Muslims and Hindus working together in the 1857 Independence Struggle were often argued against the anti-Muslim feeling raised during the First Partition of Bengal. Where these were the chosen factors, 'To what extent' was sometimes argued either numerically, as most years saw Muslims and Hindus working together, or looking forward, as these reactions to the events of 1905 set the communities so far apart that the All-India Muslim League resulted.

Question 3

Candidates found few difficulties in **Question 3**. Knowledge was applied well to support quite detailed answers to how the choice of Urdu affected the people of East Pakistan in **Question 3(a)(iv)**, and how the management of the jute industry caused dissatisfaction in **Question 3(a)(v)**.

The 1947 date in **Questions 3(b)(i) and 3(b)(ii)**, however, did cause some confusion for a small number of candidates who were working to the wrong Partition.

Factors for answering **Question 3(b)(ii)** included: the aims of Muslims and Hindus and how these could not both be met by the British, the tensions that arose around Calcutta and other cities as uncertainty was felt, the Two-Nation Theory of Sir Syed Ahmad Khan (and reinforced by others), and the fears of the British about the spreading of inter-communal violence.

In **Question 3(c)(ii),** fewer responses identified continuity by elaborating on how traditional arts and works are still valued, though some did indicate how translations of ancient texts showed continuity of values. Most responses focused on change through the revolutionary nature of art and literature throughout this period, which was increasingly anti-British in nature. The strongest responses were able to address both aspects of change and continuity in detail.

Question 4

Although this question was attempted a little less frequently than the other optional questions, it saw many very strong responses from those candidates who did. It was encouraging to read so many well-informed answers to questions on Bengal in the late-twentieth century and to see candidates with so much pride in the development of their country. The **part 4(a)** short answer questions were well answered. Answers about law-and-order issues in **Question 4(a)(iv)** ranged from governmental factors to the needs of a people who had lost everything.

Some responses to **Question 4(a)(v)** could have been improved with more understanding of the impact of the system of government in 1991–96 on the involvement of people in Bangladesh. At a local level, increased rights were well understood by many candidates, but fewer understood the impact of changes in national decision-making on the popular vote.

Factors examined in **Question 4(b)(ii)** included: specific bi-lateral trading relationships, the 1996 Water Sharing Treaty, working together on counter-terrorism measures, and how India supported Bangladesh in times of need, e.g. after the 1991 cyclone.

Most candidates were able to address change in some detail in **Question 4(c)(ii)**. Change was often interpreted as including the impact of developments in the education and employment of women, growth of industries, growth of cities and ports, and growth in availability of IT and electricity. Continuity was considered by some candidates, with some identifying factors such as dependence on traditional systems of agriculture in some regions, lack of transparency in some areas of business, and the dependence of many industries on government support, though often these were considered in less depth than change. 'To what extent' was more often implicit in responses where both change and continuity were considered. To improve their responses, candidates should consider both change and continuity and make their conclusion explicit, rather than implicit.

BANGLADESH STUDIES

Paper 7094/02

Environment and Development of Bangladesh

Key messages

- Answers to **Questions 3(b)** and **3(c)(ii)** demonstrated thorough learning and understanding of the case studies for health and education.
- In resource skills questions, it is essential that candidates always give the units of measurement (km^2, TWh, $ billions) when quoting data from resources included in the examination.
- Candidates need to take time to read the questions very carefully to ensure that they answer the question set, rather than writing all they know about a topic: for example, in **Question 1(e)**, some candidates did not compare and instead wrote about oil then gas, or they included information about coal. In **Question 3(c)(ii)**, some candidates wrote everything they could remember about the case study of an education programme they had studied, rather than focusing on the question.
- For higher mark questions, there are often marks available for development. To access these marks, candidates need to develop their points and write more than a simple list.
- Some candidates need to have a better understanding of the terms 'trends', 'relationship' and 'compare'.
- The key area for improvement with the new analysis, evaluation and decision-making 6-mark questions is to use examples and/or case studies to support arguments and give a conclusion.

General comments

- Overall, the candidates showed good knowledge of the new material included in the syllabus.
- There were very few omissions across the paper. Most candidates were able to offer responses to the three compulsory questions.
- Candidates demonstrated good knowledge of the UN Sustainable Development Goals (SDGs).
- Most candidates made good attempts at answering the new analysis, evaluation and decision-making 6-mark questions. They ensured there was an 'agree' or 'disagree' statement. There were some very well-reasoned responses that showed both sides of the topic under discussion.
- The resource skills questions were generally well answered apart from Fig. 1.2, a compound line graph, which only the stronger candidates were able to extract accurate data from to support their answer to **Question 1(e)**. Most candidates accurately completed the pie graph in Fig. 2.1 and horizontal bar graph in Fig. 3.1.

Comments on specific questions

Question 1

This question was generally well answered. Candidates demonstrated good knowledge and understanding of the new syllabus content, except topic 1.3, plate tectonics, which is an area that some candidates could improve on. Most candidates made good attempts to answer the analysis, evaluation and decision-making 6-mark question. Many found the 4-mark resource skills question on energy consumption challenging.

(a) Most candidates were able to name correctly the river transport processes shown on Fig. 1.1.

(b)(i) Most candidates appeared to know what a delta is. However, many were unable to give a precise definition; instead, they included information about formation which was asked for in **Question (b)(ii)**.

(ii) Successful answers explained how deltas were formed.

(c) Most candidates were able to write at length about the impact of deforestation on ecosystems and included relevant points. To answer descriptive questions successfully, candidates should write developed points, instead of making a list of simple points. A few weaker responses included impacts on humans, rather than on ecosystems. It is important that candidates read the questions very carefully, so that they do not waste time writing information that does not answer the question set.

(d) Plate tectonics, a new topic on the syllabus, produced a range of responses. The strongest answers included information about the position of Bangladesh on a collision plate margin and named the plates. Some also referred to the Dauki fault.

(e) Many candidates found the composite line graph in this resource skills question challenging: they were unable to read the data for gas accurately or recognise that from 1971 to 1982, oil was consumed more than gas. Most candidates stated that both oil and gas increased and that gas increased more or faster than oil. Some candidates did not compare. Instead, they wrote about oil then gas or included information about coal as well.

(f) (i) A simple location using compass directions, south and SW Bangladesh, was enough to answer this question. Weaker answers were too general stating, for example, Khulna and Barisal, or giving only a partial answer such as Sundarbans.

(ii) Almost all candidates could accurately identify the land area that would be submerged if the sea level rises by 1.5 metres. A few candidates did not state km^2. It is essential that candidates always give the units of measurement when quoting data from resources included in the examination.

(g) Most candidates made very good attempts to answer this analysis, evaluation and decision-making 6-mark question and used the space available to develop arguments in support of their viewpoint. The strongest answers developed arguments for and against the statement provided, included examples or evidence of strategies used to combat climate change in Bangladesh, and finished with a clear conclusion as to 'how effective' they are. Weaker answers tended to give only one point of view. Some weaker answers did not include a decision or any evaluation.

Question 2

This question was generally very well answered.

(a) (i) Several candidates described the features of the informal sector or those who work in this sector. Candidates needed to concisely define the informal sector as activities not formally regulated by the government, or the sector that does not come under any legal regulatory framework.

(ii) Almost all candidates were able to give two examples of jobs in the informal sector.

(iii) Candidates clearly understood and could explain why it is difficult for workers to move from the informal sector to the formal sector.

(b) (i) GDP was exceptionally well defined by most candidates. A small minority confused it with income.

(ii) This pie graph completion task was very well answered. It is important that candidates use a sharp pencil and ruler for graph completion questions and that the shading on the graph replicates that shown in the key.

(iii) This question required candidates to understand the term 'relationship'. Weaker answers did not make the link between GDP and different sectors of the economy; instead, they wrote about individual countries and GDP, or individual countries and the different sectors. Stronger answers included simple statements, for example: '*as GDP increases, primary sector decreases*', or '*there is a positive relationship between GDP and the secondary sector*'.

(c) (i) This resource skills question was very competently answered. Most candidates identified the main changes shown on the line graph and used data to support their description. Weaker answers gave a year-by-year description without supporting their answer with data from Fig. 2.2.

(ii) This was a 4-mark knowledge and understanding question on the garment and textile industry's success. The strongest answers were detailed and included several well explained points about

labour, investment, linkage, demand, or government support. Some weaker answers showed misunderstanding of the question: these described how the industry benefits the people or economy of Bangladesh. Candidates need to take time to read the questions very carefully.

(d) Case studies, named examples and place-specific information are an important part of the new syllabus. Many candidates had studied tea as their cash crop case study and knew that it is mainly grown in the hill tracts of Sylhet in NE Bangladesh. A few weaker answers named a food crop instead of a cash crop.

(e) These new-style analysis, evaluation and decision-making 6-mark questions require candidates to develop arguments about different points of view using evidence or examples they have studied to make a judgement or decision. Most candidates attempted to make a judgement or decision based on the evidence they presented. The strongest answers offered analysis of both points of view which was relevant and detailed to reach a well-reasoned decision on 'To what extent'. Some candidates even included an analysis of how food production could be increased without harming the environment.

Question 3

This question was generally well answered.

(a) (i) The definition of infant mortality rate needed to include infant deaths between birth and the age of one, not just the number of infants (dying) per 1000 live births.

(ii) Almost all candidates completed the bar graph in Fig. 3.1 accurately.

(iii) Stronger answers compared the three countries in relation to each other. Some weaker answers described the rate of each country in turn.

(b) Many candidates clearly understood the work of NGOs in helping to improve health care in Bangladesh. They used the space available to write a selection of valid points.

(c) (i) Successful answers showed understanding of the term 'trends'. Weaker answers copied the data from Fig. 3.2 rather than identifying trends.

(ii) The inclusion of case studies in the new syllabus was assessed here. Most candidates demonstrated a sound knowledge of an education programme they had studied. Stronger answers explained how it had brought about progress towards achieving SDG 4. It is important that candidates do not just write all they know about a case study; instead, they should use their knowledge to answer the question set.

(iii) Many candidates understood the importance of education, training and skills. Weaker answers were general, such as there will be more jobs, it helps people get out of poverty or it gives them a better quality of life.

(d) Many candidates omitted locational information in their responses; they had ignored or missed the word 'international' in the question.

(e) This analysis, evaluation and decision-making 6-mark question was well answered by many candidates with very few weaker responses. Stronger responses explained in some detail the benefits and challenges of international migration for Bangladesh, and also either agreed or disagreed with the statement based on their arguments. The strongest answers included reference to migrations such as Bangladeshis to the Middle East or Rohingya refugees from Myanmar to Bangladesh; they included a conclusion which stated 'how far they agreed' with the statement.